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CIRCULAR OF INFORMATION
STATE NORMAL
AND
TRAINING SCHOOL
CORTLAND, N. Y.

1923-1924

University of the State of New York

Department of Education

President of the University and Commissioner of Education

FRANK P. GRAVES, Ph.D., Litt.D., L.H.D., LL.D.

Deputy Commissioner of Education

FRANK B. GILBERT, B.A., LL.D.

Assistant Commissioners

AUGUSTUS S. DOWNING, M.A., Pd.D., L.H.D., LL.D.

For Higher Education

CHARLES F. WHEELOCK, B.S., Pd.D., LL.D.

For Secondary Education

GEORGE M. WILEY, M.A., Pd.D., LL.D.

For Elementary Education

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CALENDAR

School Year 1923-24

First semester begins Wednesday, September 12, 1923.

First quarter ends Thursday, November 15.

Thanksgiving recess, November 29-December 3.

Christmas vacation, December 21.

School reopens Thursday, January 3, 1924.

First semester ends Tuesday, February 5.

Second semester begins Wednesday, February 6.

Spring vacation begins Thursday, April 3.

Spring vacation ends Monday, April 14.

Fourth quarter begins Monday, April 14.

Commencement Tuesday, June 24.

School Year 1924-25

First semester begins Wednesday, September 10.

FACULTY

<p style="text-align: center;"><i>M.A.</i></p> <p>HARRY DEW. DEGROAT, A.B., Pd.D., <i>Principal</i>, Williams College, State College for Teachers</p>	<p>\$ 5250</p>
<p>MINNIE M. ALGER, Boston Conservatory of Music</p> <p><i>Methods of Music, Directress of Orchestra, Supervisor and Model Teacher of Music</i></p>	<p>\$ 2750</p>
<p>ULYSSES F. AXTELL, Colgate University, A.B., A.M., Teachers College</p>	<p>\$ 3550</p>
<p><i>Teacher of Literature in Normal School & Training School</i></p> <p>MARY WASHINGTON BALL, Savage School of Physical Education, Chautauqua, Chalif School of Dancing, Belasco Theatre School</p> <p><i>Assistant in Physical Education</i></p>	<p>\$ 2200</p>
<p>ROSS E. BOWERS, A.B., A.M., Pennsylvania College, Syracuse University</p> <p><i>Natural Science, Supervisor of Nature Study</i></p>	<p>\$ 3150</p>
<p>LYNN E. BROWN, B.S., Cortland Normal School, New York University, Syracuse University, Cornell University</p> <p><i>Psychology and Superintendent of School of Practice</i></p>	<p>\$ 3900</p>
<p>LILLIAN BUSSY, B.S., State College for Teachers, Chicago University</p> <p><i>Nutrition and Domestic Science</i></p>	<p>\$ 2100</p>
<p>WILLIAM A. CORNISH, A.B., Yale University</p> <p><i>Mathematics and History of Education</i></p>	<p>\$ 4000</p>
<p>ANGELA W. CORTRIGHT, B.S., St. Lawrence University</p> <p><i>Assistant in Science</i></p>	<p>\$ 2250</p>
<p>PAUL GREENE, Buffalo Normal School</p> <p><i>Manual Training</i></p>	<p>\$ 1800</p>
<p>INA M. HAYES, Plattsburgh Normal School</p> <p><i>Arithmetic Methods, Supervisor and Model Teacher of Arithmetic</i></p>	<p>\$ 2300</p>
<p>BERTHA L. HILL, The Wheelock Kindergarten Training School, Teachers College</p> <p><i>Head Kindergarten Department</i></p>	<p>\$ 2850</p>
<p>FLORENCE L. HOAG, Fredonia Normal School, Cortland Normal School, Teachers College, University of Chicago</p> <p><i>Floor Supervisor for Upper Grades</i></p>	<p>\$ 2100</p>
<p>LOUISE JONES, Cortland Conservatory of Music</p> <p><i>Pianist for Physical Training</i></p>	<p>\$ 300</p>
<p>ARLEETA KNICKERBOCKER, Plattsburgh Normal School</p> <p><i>Confidential Clerk</i></p>	<p>\$ 1400</p>
<p>ALICE PIERCE, Cortland Normal School, Palmer School of Writing</p> <p><i>Methods of Penmanship, Supervisor and Model Teacher of Penmanship</i></p>	<p>\$ 1800</p>

- # 1800 JOSEPHINE LIENHART, Cortland Normal School, Teachers College
Teacher of Open Air Room
- # 2300 LOIS W. McBRIDE, Cortland State Normal School, Teachers College,
Cornell University, University of Chicago
Assistant in Training School
- # 2250 MARIA MARINI, University of Padua, University of Venezia, University
of Berlin
Modern Languages
- # 2850 ELIZABETH MASON, A.B., Geneseo Normal School, Syracuse University
History and Civics, Methods of History
- # 2150 FRANCIS MOENCH, B.P.E., Cortland Normal School, Springfield College
Physical Education
- # 2200 EDITH L. MOORE, Sargent School, Teachers College, Harvard University
Assistant in Physical Education
- # 2400 KATHERINE E. MORAN, Oswego Normal School, Teachers College,
University of Pittsburg
Supervisor and Model Teacher of Geography
- # 2300 LILLA L. MURRAY, Ph.B., Syracuse University
Latin
- # 3200 LILLIA M. OLCOTT, Syracuse University
Supervisor of Art
- # 2850 BESSIE PARK, A.B., Cortland Normal School, New Haven, School of
Gymnastics, Chautauqua, Clark University, Harvard
Supervisor of Physical Training
- # 2100 SARAH RANDOLPH, New Paltz Normal School, Teachers College
Assistant in the Kindergarten
- # 2500 CHRISTABEL ROBINSON, Oneonta Normal School, Teachers College
Supervisor and Model Teacher of Grammar and Composition
- # 720 JENNY L. ROBINSON, B.S., Cortland Normal School, Syracuse University,
Taught only 12 weeks after leaving
last of absence Northampton Summer School of Music
Supervisor and Model Teacher of Music
- # 2300 MARGUERITE ROBINSON, A.B., B.S., Colby College, Simmons College
Librarian and Assistant
- # 2400 IDA O. SLATER, Potsdam Normal School, Teachers College, University of
Chicago
Methods of Primary Reading, Supervisor and Model Teacher of Spelling
- # 2100 ESTHER E. TRUMBULL, B.S., State College for Teachers, Pratt Institute
Assistant in Handwork and Drawing
- # 2500 ELLA M. VAN HOESEN, Cortland Normal School, Teachers College,
University of Chicago, Syracuse University
Floor Supervisor for Lower Grades, Supervisor and Model Teacher of English
- # 2100 MARION A. WILSON, Syracuse University
Assistant in Training School
- # 1800 IDA MINTSCH, A.B., B.O., Greenville College, Muehlenburg College
English
- # 1207.74 Auger, Carmen L. Pratt Institute, Teachers' College
Teacher of Spanish Language
- # 1207.74 Dowd, Ruth B.S., Normal - " "
- Assistant in Music*
- (The last two taught only 28 weeks)*

DESIGN OF THE CORTLAND NORMAL SCHOOL

The special function of this normal school is to prepare teachers for the elementary schools of the state.

Requirements for Admission

Students desiring to be admitted to the course for elementary teachers must be graduates from a four-year academic course.

The applicant must present either a regents academic diploma or evidence of graduation from a four-year high-school course approved by the Commissioner of Education.

In addition to the completion of such course, the applicant must satisfy the following conditions:

1. The applicant must be at least 16 years of age.
2. The applicant must receive a formal appointment from the district superintendent of the district or the superintendent of the city in which he resides.

No particular subjects are hereafter required for admission to the various courses of a normal school except such subjects as may be required for a regents academic diploma or for an approved high school diploma.

Time Required for Completion of Courses

General courses offered in the state normal schools are now three years in length. Limited certification may be given at the end of the second year of the new normal school courses. This certification will be for a limited period of three years. If during the three years the student completes at least twelve semester hours' work in the advanced courses of the third year, the limited certificate may be extended for an additional two years. The normal school diploma is to be issued on the completion of the third year of the course.

This arrangement makes it possible for normal school students to enter the teaching service on the completion of two years of professional study. The additional year may be completed in part in summer session courses.

COURSES OF STUDY FOR NORMAL SCHOOLS

[8]

	Kindergarten-Primary (1, 2, 3)	Intermediate (4, 5, 6)	^a Grammar (7, 8, 9)			
First Semester	Essentials of English I	3				
	Health Education	2				
	Arithmetic	4				
	History (European)	3				
	Introduction to Teaching	2				
	Drawing	3				
	Music	2				
	Observation	1				
	—					
	20					
Second Semester	Essentials of English II	3				
	Health Education	2				
	Geography (General)	3				
	Penmanship	2				
	Music	3				
	Psychology	3				
	English Literature (General)	3				
	Observation	1				
	—					
	20					
Courses for Kindergarten-Primary, Intermediate and Grammar divisions identical first year. Differentiation begins second year.						
Third Semester	Primary Reading	3	Drawing	3	Drawing	3
	Health Education	3	Health Education	3	Health Education	3
	Kindergarten Theory	3	Geography	3	Geography	3
	Music	2	Music	2	Music	2
	Nature Study	2	Nature Study and Elementary Science	3	Nature Study and Elementary Science	3
	Songs and Games for Children	3	Tech. of Teach. (Sch. Econ. and Obser.)	3	Tech. of Teach. (Sch. Econ. and Obser.)	3
	Handwork	4	History	3	History	3
	—		—		—	
	20		20		20	

Kindergarten-Primary (1, 2, 3)			Intermediate (4, 5, 6)			Grammar (7, 8, 9)		
Fourth Semester	Kindergarten Theory	3	Music Appreciation	2	Music Appreciation	2		
	Music Appreciation	2	Industrial Arts (Handwork)	3	Physical Training and Games	3		
	Industrial Arts (Handwork)	3	Physical Training and Games	3	Elective in J. H. S. field	3		
	Participation	3	Participation	3	Participation	3		
	Health	2	Health	2	Health	2		
	Observation and Practice Teaching	7	Observation and Practice Teaching	7	Observation and Practice Teaching	7		
		20		20		20		
Fifth Semester	Technic of Teaching	3	Library	2	Library	2		
	History of Education	3	History of Education	3	History of Education	3		
	Library	2	Reading Methods	3	{ General Science	3	{ Elect any two	
	Reading Methods	3	Participation	5		Music		3
	Participation	5	Conference	1		Drawing		3
	Conference	1	Elective	6		Literature		3
	Elective	3				History		3
						Geography		3
						Mathematics		3
					Economics	3		
					Participation	5		
					Conference	1		
		20		20		20		
Sixth Semester	Observation and Practice Teaching	3	Observation and Practice Teaching	3	Observation and Practice Teaching	3		
	Conferences	2	Conferences	2	Conferences	2		
	Children's Literature	3	Principles of Education	3	J. H. S. English	3		
	Principles of Education	3	Penmanship	2	Principles of Education	3		
	Handwork	2	Reading and Juvenile Literature	3	Penmanship	2		
	Tests and Scales	2	Tests and Scales	2	Tests and Scales	2		
	Sociology	2	Sociology	2	Sociology	2		
	Specialized Psychology	3	Specialized Psychology	3	Specialized Psychology (adolescent)	3		
		20		20		20		

Elect any two

The individual school may develop its own electives which may include foreign language or any subject for which it is specially adapted. Such transposition of subjects as local demands require is permitted so long as the essential time requirements of the course are met.

After September 1922, graduates of training classes may complete the professional course in the normal school in two years on the following conditions:

1. They must have entered the training classes *on high school diplomas* covering the minimum approved high school course;
2. They must have *taught one year* subsequent to completing their training class course;
3. They must possess the required aptitude for training.

The privilege of completing the course in two years is not granted to students who completed the training class work in the fourth year of the high school, receiving credit for their training class work on their high school diplomas.

Course of Instruction in Physical Education

The course of study which follows is designed to train both men and women to become efficient teachers and supervisors of physical training. It provides during the six semesters for the study of the approved types of gymnastics with plenty of practice therein. The work in athletics has been planned for the purpose not only of enabling the individual to acquire skill in athletic games but also to enable him to become proficient in coaching these games.

FIRST YEAR					
<i>First Semester</i>			<i>Second Semester</i>		
English	*3	†3	General literature	3	3
Chemistry	2	2	Modern European history...	3	3
General psychology	3	3	Chemistry	2	2
Physiology	2	2	Physiology	2	2
Anatomy	2	2	Anatomy	2	2
Gymnastics	2	4	Gymnastics	2	4
Athletics	2	4	Athletics	2	4
Plays and games.....	1	2	Dancing	2	4
Dancing	2	4	Swimming	2	2
Swimming	1	1			
				20	26
	20	27			

* Number of semester hours credit.

† Number of sixty minute periods a week.

SECOND YEAR

<i>Third Semester</i>		<i>Fourth Semester</i>	
Prin. of teaching physical education	2 2	Kinesiology and phys. of exercise	2 2
Kinesiology and phys. of exercise	2 2	Hygiene	2 2
First aid	2 2	Construction and equipment	2 2
Athletics	1 2	Athletics	1 2
Dancing	2 4	Dancing	2 4
Plays and games.....	1 2	Plays and games.....	1 2
Gymnastics	2 4	Playground practice	1 1
Methods of phys. training...	2 2	Gymnastics	2 4
Elective	6 6	Methods of phys. training...	2 2
		Elective	5 5
	<hr/> 20 26		<hr/> 20 26

THIRD YEAR

<i>Fifth Semester</i>		<i>Sixth Semester</i>	
History of education.....	3 3	Principles of education.....	3 3
Individual gymnastics	3 3	Educational psychology	3 3
Athletics	1 2	Sociology	2 2
Hygiene	2 2	Athletics	1 2
Anthropometry and diagnosis	2 2	Anthropometry and diagnosis	2 2
Gymnastic	2 4	Gymnastic	2 4
Practice teaching	2 2	Practice teaching	2 2
Elective	5 5	Elective	5 5
	<hr/> 20 23		<hr/> 20 23

Approximately one-half of the elective subjects are to be selected from the technical group.

Technical Group

Folk dancing 2
 Plays and pageants 3
 Elementary nursing 3 } for women
 Nutrition 3
 Scout leadership for men 3
 Scout leadership for women 3
 Swimming 2
 Physio-therapy 2
 Community recreation 2
 Piano 1

Other Subjects

Chemistry 3 Geography 3
 Literature 3 General science 3
 History 3 Vocal music 3

Course in Nutrition and Open Air Classes

In September 1923 the course to prepare teachers to take charge of nutrition and open air classes will be instituted.

Special instruction will be given in food chemistry, nutrition, elementary nursing and allied subjects. A completely equipped department is provided for this work, enabling students to participate in the administration and teaching of open air work.

Method of Appointment

The applicant should write to the normal school or to the Education Department for an appointment blank at least three weeks before the opening of school. The principal of the high school should certify to the successful completion of the required high school course and the district or city superintendent must vouch for the applicant's character. The blank is to be filled out in duplicate and should be returned to the Principal of the normal school.

Before receiving an appointment the candidate must possess the evidence of proficiency mentioned above and must sign the following declaration, which is a part of the appointment blank:

"In consideration of receiving free tuition at a normal school, I hereby obligate myself to teach in the schools of the State of New York."

NON-RESIDENTS

Non-residents of the state are neither solicited nor encouraged to enter this normal school, but in exceptional cases, such persons as especially desire to do so, and who comply with the requirements for admission, may be admitted by special appointment of the Commissioner of Education upon paying in advance to the treasurer of the local board a tuition fee of \$50 per term of 19 weeks. The application for appointment should be made some weeks in advance in order to allow time for investigation of the candidate's qualifications.

The Demand for Teachers

Never has the demand for teachers been greater. In 1923 inexperienced teachers graduating from Cortland received an average salary of \$1,100 and experienced teachers about \$100 more.

EDUCATION

Introduction to teaching—Semester 1

To provide a "guidance" function by furnishing such information as will enable the student to select a specific curriculum at the end of

the first year. Teaching as a profession, its needs, personal requirements, attractions of profession and its importance. Various types of teaching service and discussion of specific problems arising in the grades with the qualifications necessary to meet them. Occasional visits to certain grades of practice school.

Psychology—Semester 2

An elementary course in psychology. Child psychology to the age of adolescence as a basic course to the science of teaching, aiming to prepare the way for the work in observation and practice teaching. Topics suggested are: (a) instinctive tendencies, (b) habit formation, (c) memory, association and economy of learning, (d) the thought processes, (e) the laws of learning, (f) the technic of study, (g) the extent and causes of individual differences among children and use of intelligence tests in determining them, (h) treatment of exceptional children.

Technic of teaching (School economy)—Semester 3

A course to give practical application through observation accompanying it to such topics as: objectives in teaching, selection and organization of subject matter, types of lessons, the recitation, the assignment, the question, what constitutes a successful recitation, the socialized recitation, the project and problem method, teaching children how to study, supervised and independent study, lesson plans, programs, practical use of tests and scales to determine progress, problems in discipline, motivation of school work.

History of American education—Semester 5

European background and influences considered only incidentally to assist understanding of American education as developed through colonial and early national periods; half century struggle to establish education and industrial changes; major emphasis given to such current developments as vocational education, education of defectives, university extension, standard tests, "project" idea, the Gary plan, county unit consolidation and others.

Educational tests and scales—Semester 6

A brief course which aims to familiarize the classroom teacher with the "measuring" movement in education. Sufficient acquaintance with the fundamental statistical terms and methods will be given to enable students to read the literature of this field intelligently. Evaluation of tests and scales, contact with some of the most important ones, and some experience in handling tests will be

provided. How to measure the results of teaching and thereby diagnose difficulties and improve classroom instruction will be the chief outcome sought in this course.

Sociology—Semester 6

The aim of this course is to make a study of the business of living. The question which the subject seeks to answer is, "What is society?"

In general, consideration should be given to the origin of society, its development, structure and functions, and a systematic survey should be made of social processes and the reciprocal relations between individuals.

Some of the specific topics for study are the origin, historical development and problems of the family; the function of the family in its relation to population and the social organism; phenomena of associated human life; present-day social problems, and guiding principles toward their solution.

The development of the social impulses of pupils should be studied with a view to point the way by which they may cooperate and live together in peace and harmony. The ethics of the teacher's position and work should have specific emphasis.

Principles of education—Semester 6

An integrating course which should aim to bring together and interpret the details of educational theory and practice represented by the preliminary courses, and to leave with the student a unified body of educational doctrine. The genetic method should be emphasized wherever it will illuminate present tendencies or practices, thus familiarizing the student with the more important names and movements in the history of education. The course should involve a discussion of such topics as: the definition of education, the aims of education, the development of various conceptions of educational values, and the genesis and present status of certain controverted questions of educational theory (such, for example, as the doctrine of interest, the relation of liberal to vocational education, the doctrine of formal discipline, etc.).

HEALTH EDUCATION

A physical examination should be required as the first step in health education. Remediable defects and abnormalities should be corrected before graduation. Teachers should be required to practise reasonable health habits during training.

The purpose of the course is to prepare teachers to take an intelligent and active part in health education programs.

Course of study. Theoretical work and practical work in the gymnasium.

First year

Semester 1 — General, personal and community hygiene; some instruction in anatomy and physiology is included; formal gymnastics, marching tactics, corrective gymnastics.

Semester 2 — School hygiene; cause, transmission and prevention of communicable disease; first aid; home care of the sick.

Progression in gymnasium work of semester 1 and folk dancing.

Second year

Semester 3 — Defects of school children; nutrition from the health standpoint, including the hygiene of digestion; oral hygiene.

Natural gymnastics, corrective gymnastics, setting-up drills; playground organization.

Semester 4 — Administration of health education programs from the teacher's standpoint, including medical inspection laws and systems; health laws; child labor laws; methods in teaching hygiene.

Playground administration; games; setting-up drills.

Methods in theoretical work and in the gymnasium should be taught progressively throughout each semester.

In addition to the above work in practical health education, five hours a week of recreation outside of school hours is suggested, two of which shall be supervised sports.

ENGLISH

Essentials of English 1 and 2

This course should include the following types of work to be divided between the first and second semester as seems best:

a Thorough review of fundamentals of English grammar with special attention to sentence structure, syntax and common errors.

b Cultivation of good reading and effective address. Exercises to develop good tone, enunciation, articulation; study of phonetics and diacritical markings to secure accurate pronunciation. Define standards of spoken English required and correlation with school dramatics encouraged.

c Thorough study and practice of composition oral and written. Power to collect material, organize ideas and effectively express them. Frequent themes required with class criticism and personal conferences. Measurements of results through standard tests in composition. Requirements in composition in elementary syllabus by grades analyzed and studied.

Language methods for grades 1 to 6, including story-telling reproduction, dramatization, picture-study, speech correction, language games, etc., are to be taken up in this course. In connection with this work it will be necessary to touch upon literature sufficiently to show its place in language work; full appreciative treatment will be included in other courses.

English literature (general)—Semester 2

The purpose of this course is cultural rather than professional. A maximum of appreciative reading of works chosen because of both literary excellence and importance in the history of literature. This course should correspond to the general course in literature given in many colleges. Contemporary literature should receive some attention. A brief survey of the history of literature may be developed in connection with the reading.

Primary reading—Semester 3

Aims of course to acquaint students with problems that confront the teacher in the beginnings of reading and to formulate methods. Place and value of phonics. Teaching of oral reading, silent reading, and cultivation of right habits of reading. Devices to secure rapidity of word recognition. Psychology of the reading process. Measurement of reading by use of standard tests.

Reading and juvenile literature—Semester 6

A brief survey of the topics covered in primary reading with special emphasis placed upon the mastery of thought. Training in right habits of silent reading emphasized. Juvenile literature, prose and verse, appropriate for intermediate grades as suggested in the state Syllabus for Elementary Schools. Principles underlying methods of treatment considered.

Children's literature—Semester 6

The collection and study of literature in verse and prose suited to the interests and needs of primary children. Various types of stories studied and practice in the art of storytelling encouraged. Best translations and adaptations of classic masterpieces reviewed. Poetry for children recommended and studied. The teacher should know well a few stories and poems suitable to each grade. Selections mentioned in the state Syllabus for Elementary Schools should be stressed.

Junior high school English—Semester 6

A study of the field of literature recommended for early adolescence with special reference to the state elementary and secondary English syllabuses. Emphasis upon wide general reading and upon effective silent reading continued. Composition methods appropriate to the widening interests of junior high school pupils should be formulated.

HISTORY

Modern European history—Semester 1

Medieval types of life: castle, manor, monastery, town with the trade and exchange of ideas resulting from the Crusades and Renaissance as a basis for the study of modern European history; an analysis of Europe at the close of the French Revolution; the reaction of England and the continental nations to the extreme individualism of the revolution; the effect of the Napoleonic era; the readjustment by the Congress of Vienna; the final modification of the revolutionary principles in the expanding nationalism of Europe; the different political growths in the various nations after the revolution; the commercial and industrial conflicts coincident with the political development; the problems which have arisen as a result of the racial, linguistic and geographical differences of the European peoples. The present conditions in Europe which have come about as an aftermath of the World War.

American history—Semester 3

The European background of American history, including the settlement of the colonies and colonial development, should be briefly reviewed; geographical factors which have influenced American history with special reference to the difference between the North and the South; the Declaration of Independence and the Revolution as preparatory steps toward nationalism; the growth of

American national institutions with an intensive study of the topics stressed in the Syllabus for Secondary Schools; a consideration of our present day problems from a historical point of view, such as the United States as a world power; immigration and methods of Americanization, the relation of capital, labor and the public, our present tendencies toward a stronger nationalism; a study of local history, community civics, observance of holidays, American biographies, the use of materials such as maps, slides, outlines, pictures, supplementary reading and the elementary syllabus; methods which show types of lessons, the nature of history assignment reviews, the adaptation of work to various grades and the correlation of English and geography with history.

Arithmetic—Semester 1

Intensive study of the essentials in the subject matter of arithmetic guided by the state syllabus and with topics selected from the standpoint of individual and community needs; developing number concepts with approved devices for the recognition of number facts and drill in the same; the underlying principles of fractions, denominate numbers; percentage, together with type problems chosen from the practical arts and actual business practice, emphasizing the analysis of problems, clarity of expression, lesson plans and the most effective methods of presentation; standard tests and the interpretation of their results.

Suggested elective course—Semester 5

The application of arithmetic in commercial, industrial and community life with further drill in analysis and in oral and written questioning; the fundamentals of algebra and simple problems in geometry.

NATURE STUDY

Nature study—Semester 3

Nature study is to include such forms of elementary science in the grades not covered by geography as children can assimilate and should correlate with geography and reenforce it at every step. Method classes should be shown that the purpose of nature study is to bring the pupil into a broad sympathy with the natural world, and especially to humaneness. The source of the material for study should be the things at hand, and it is important that these should be presented from the side of field and laboratory. Field trips, therefore, should constitute a regular part of the work.

Classes are to be shown that the subject matter presented to children will depend largely on what is available in the vicinity, and for this reason courses may be varied somewhat to suit existing conditions. Teachers in training, therefore, should learn to depend on their own resources for securing the material to be used in instruction. Considerable attention should be given to the collection and suitable display of specimens to be studied. The course should lead students to see that important aims of nature study are to make children inquirers into facts of nature and to develop the patience necessary to secure, through personal investigation, the information desired.

DRAWING I

First year — Semester 1

This course is required of all students.

This is a fundamental course designed to acquaint the student with the subject as a whole. The subject matter is based on the work given in the public school course of study and includes instruction in representation, design, lettering, composition and color harmony in their application to the home, dress, school and community interests. With this should go a study of the industries which depend largely on art for their excellence, particularly those industries which provide food, shelter and clothing, the greatest needs of man. The construction or handwork should be based directly on this subject matter either to clarify it, or to illustrate some well-defined industrial process.

The following suggestions are made for the course:

Representation: Story illustration by drawing, paper cutting and tearing. Nature and object drawing. *Design:* Design principles, proportion, rhythm and balance and their application to construction problems in clay, paper, cardboard, weaving, sewing and wood. Lettering, cut and drawn alphabets, labels and notices. Poster design. *Color:* The spectrum colors; hue; value; chroma; color schemes from nature; collections and color harmonies. *Construction:* Typical problems should be given, based on the study of the industries, and which illustrate some process by which natural materials are transformed into commodities for the use of man. Since only a small number of projects may be considered in the time allowed, those chosen should be representative of the industry under discussion.

Art appreciation should be included in every drawing lesson through class criticism, by which judgment is developed.

DRAWING 2

Second year — Semester 3

Such differentiation should be made in this course for the kindergarten-primary, intermediate and grammar groups as the course of study requires. The work should consist largely of intensified study of the work of the grades chosen. Greater excellence of idea and technic should be expected in all projects.

Representation: Composition of nature forms in given spaces; circular paralld and angular perspective; grouping of objects; pencil and water color technic; elementary figure drawing. *Design:* More advanced study of the principles of composition; problems involving space division; use of nature material for design units; designs for special days and festivals; lettering and commercial design, use of lettering pens, development of monograms. *Color:* Color harmonies, complementary, analogous and monochromatic; color analysis; discussion of color theories; design and color in relation to dress and house furnishings; methods of teaching art appreciation through such problems.

Construction: The study of the industries most important to man should be continued, illustrated by projects in drawing and construction. The following topics are suggested for subject matter: (1) the value of the industry to man, how we are affected by it; (2) the evolution of the industry, its story, its heroes of invention; (3) characteristics of the product, what constitutes excellence; (4) materials employed, where they come from; (5) processes involved; (6) tools used; (7) healthfulness; (8) hours and wages, the training of the workers; (9) references to the industry found in literature; (10) the part played by drawing and design; (11) the industry as depicted in art. The industries suggested for study include food, shelter, clothing, art products and records, utensils, tools and machines, light, heat and power.

DRAWING 3 (elective)

Third year — Semester 5

Elective course in advanced drawing. Requirements: first and second year drawing or their equivalent.

This course should be devoted largely to advanced drawing, which will give students the ability and confidence which will enable them to draw easily before their classes.

Representation: Nature and object drawing in pastels, charcoal and water color; figure sketching for use in illustration and posters.

Design: Design and color in relation to costume design and interior decoration; the student should be allowed the choice of some craft, as metal, leather, weaving or pottery, and should design and carry through some problem which may be finished with a high degree of excellence. The students should also contribute largely to the school needs in the way of posters and charts, designs for festivals and pageants, and covers for school publications.

DRAWING 4 (elective)

The work should be of college grade.

Suggested elective course in art appreciation 20 periods or 40 hours.

History of art and architecture; elements of beauty, line, dark and light color; relation between architecture, sculpture and painting; development of modern architecture; brief history of painting and sculpture.

Picture study: Choice of pictures for the grades and methods of teaching.

Fine design and workmanship in the crafts: Textiles, pottery, metal work, woodwork.

The lantern should be used in this course, together with collections of photographs and reference books. Art galleries and museums should be visited if possible, and traveling exhibitions may be secured for the school.

GEOGRAPHY

Geography—Semester 2

A general course presented on a collegiate level to give to prospective teachers a body of geographical facts so well organized in the mind of the teacher that these facts may be instantly available when needed. Such facts and principles will include some in the field of mathematical geography, others in the field of physical geography or physiography and a far greater number in the fields of economic and political geography with their relations to each other duly established. For example, such geographic influences under physiography as position, form, size, relief, climate and drainage may be taught, provided they are made to bear upon man and his life and work. Not the mere physical facts but their human bearing must concern us. A series of examples or "problems" may best develop the significance of such influences. Such a broad course can not ignore the fact that native or racial genius, religious belief,

national and international alliances and hatreds have great influence in determining the economic and industrial life of peoples. International relations, the outgrowth of geographic conditions, should be better understood than at the outbreak of the war in 1914.

Geography (method)—Semester 3

A study of teaching practice (or method) in the presentation of this subject in the grades. This should include enough of the development of geographic knowledge to explain the origin of the so-called methods of past and present—journey method, topical method, type-study method, problem and project method. The valuable features and limitations of each should be presented. A study of the materials available to the teacher should be made—textbooks, maps, illustrations, graphs, slides and product materials. Some attention to regional geography with field trips should be included and an intensive consideration of New York State geography as recommended in the state syllabus should be made.

MUSIC

All students should be examined upon entrance, and such as are unable to sing familiar songs, or imitate songs sung to them, as well as those unable to read the simplest melodies should be assigned to a special class for intensive instruction. A daily period of such instruction will soon bring the majority of such pupils into line and enable them to profit from the work of the regular course. The work of such a class should consist of the imitation of tones and simple melodies and the introduction of music reading.

First year

The work of the two semesters should accomplish the following:

Music reading

Ability to read at sight material found in such books as the Congdon Primer and No. 3; Hollis Dann course, second, third and fourth books; Progressive, books 1 and 2; Harmonic Course, Primer and Book 1; New Educational Series, Primary Melodies and Book 1.

Ear training

Recognition of major and minor scales, major and minor tonic chords in all positions, consecutive thirds, modulation to the dominant subdominant, relative and tonic minor keys; familiar songs;

period, phase, two and three part forms, authentic plagal, cadence and semicadences. No theoretical study here, except the use of the terms given above as applied to music which the pupils hear.

Notation and terminology

Notes, rests, measure and measure signatures, staff, clefs, major scales, dynamic signs, signs of expression as found in readers used, terms expressing power, tempo, style; use of accidentals, writing all forms of minor scale, syncopation, couplet, triplet, etc.

Songs

Memorizing the two patriotic songs in most common use, five familiar community songs, ten children's songs suitable for primary grades, study of two-part songs especially adapted to the needs of fifth and sixth grades.

Second year — Semester 3

Methods

1. Fundamental principles of teaching applied to the teaching of music. Types of lessons studied and illustrated by actual lessons presented to the class, or taught to children and observed by the class. These lessons should include songs taught by imitation, lessons in music reading with ear training, lessons in musical notation. The textbooks used in giving these lessons should be in the hands of the pupils for every-day practice.

2. Practice in writing melodies to illustrate various problems in music reading. The use of various signs in these melodies will familiarize students with their practical import.

3. The class should be furnished with graded lists of songs, and song books, books suited to the various types of work done in the schools. Pitch pipes, staff markers and other material should be recommended.

4. Observation and practice teaching.

Music appreciation

This course must be determined by the individual school and its local facilities but in general should include a brief study of the lives and works of the Masters; orchestration; conventional forms of composition; demonstration on piano and with records; study of standard operas and symphonies; attendance when possible upon concerts and operas.

COURSES RELATING TO THE KINDERGARTEN

Handwork—Third Semester—4 periods

a The value of manual and artistic expression for little children will be considered. A study will be made of (1) the early manifestations of the constructive and artistic tendencies; (2) the material best adapted to meet the need of the child; (3) the experimental method as a means of acquiring technique while preserving spontaneity of expression. Directed work in toy making using clay, paper, cardboard, wood, textile material will form an important part of the course.

b The use of the blocks and other constructive material will be considered, the emphasis being upon the methods that develop initiative and self-activity on the part of the child.

Kindergarten Theory—Third Semester—3 periods

Child Study: The nature of the child considered from biological and psychological viewpoints. The course includes the following: A study of the physical, mental and social (moral) characteristics of the child in the 0-4-year period and in the 4-6 year period; a study of the instincts, tendencies, feelings and emotions with special reference to the formation of habits, attitude and ideals during the kindergarten period; a study of the importance of environments (*a*) the home, (*b*) the school, (*c*) agencies now at work for betterment of child's environments. Reports of observation of children at home and in school required.

Kindergarten Theory—Fourth Semester—3 periods

a The Kindergarten Curriculum: The principles underlying the organization of the kindergarten curriculum will be considered; the general administration of the kindergarten—balance between experiment and organization, care and discipline of children; equipment—plan of room furniture, physical apparatus, housekeeping; records tests and promotions; children's spontaneous and environmental interests as the basis of the program; the instincts and tendencies for which the program must provide; methods of arousing ideas and attitude. Criticism of plans submitted by students as to organization of materials in relation to each other and to the interests of children.

A study of different types of organized programs will be made.

B Child Education: This course gives a brief survey of the education of the young child. It includes: (1) a review of the

writings of educators specializing in the early period of childhood; (2) a study of the principles of Froebel together with the relation these principles bear to present day practice; very brief courses in the use of the Froebelian gifts and occupations; (3) a study of Montessori system; (5) present day tendencies.

Songs and Games—Third Semester—3 periods

a Songs. The musical responses of little children will be considered in songs and rhythms. A study will be made of the principles underlying the choice of songs suitable for children to sing at different ages. Classification of songs.

As a foundation for the work in rhythm, a brief survey of the music of primitive people will be made. Rhythmic work will consist of free interpretation of simple rhythms and directed response to rhythms. Music suitable for a kindergarten band will be studied. Victrola records will be used.

b Games. Play considered as a factor in education. The theory and significance of play. A study of the play activities of little children; a study of the forces: physical, mental and social (moral) that stimulate the play of children and that underlie the change in type as the child grows older. Classification of children's games. Practice in playing, adapting, and originating games for children.

Handwork—Sixth Semester—2 periods

This course makes a practical application of all preceding courses. The students submit programs for actual use in the practice kindergarten, choosing the material and methods to be used.

OBSERVATION AND PARTICIPATION

A student-teacher should be assigned to responsible practice teaching only after he has had opportunity to observe and study good teaching.

The two great problems of the training school are the pupils' progress and the student-teacher's growth in skill. In the interest of the pupils' progress not more than one-half of their instruction should be given by the student-teacher.

Observation should be closely articulated with the subject matter and methods courses and should be made the link between theory and practice. In connection with observation there should be ample discussion and the student-teacher should be required to do appro-

priate reference reading and to prepare occasional lesson plans ; also the student-teacher should be called upon occasionally to teach a class under the direction of the critic in charge of the class. By this procedure the ability of the student-teacher to do independent teaching can be determined.

When the student-teacher begins independent teaching, lesson plans should be required for every exercise. These plans are carefully revised by the critic and constructive criticism made. In practice teaching the student-teacher is thrown on his own resources as much as possible. At stated times the critic meets the student-teacher for the purpose of giving advice and criticism in the matter of discipline and other methods of school room procedure, based on the actual teaching of the student-teacher.

THE TRAINING DEPARTMENT

Aim. The aim of the training department is:

I. To conduct the work as nearly as possible along the lines of well-graded schools.

II. To enable the students in training to observe the work of skilled teachers.

III. To enable the students in training to acquire skill in teaching by putting into practise the principles of pedagogy that they have learned, and adjust their natural and acquired qualifications to the needs of the child and his development.

Organization. The training department consists of a kindergarten, the usual grades of the elementary school, divided into grades for practice and grades for observation. There are over five hundred children in the various departments of the training school, giving splendid opportunities for the students in training.

The training school is in the immediate charge of a superintendent assisted by a special floor supervisor for each of the above departments, and twenty supervising and model teachers.

Observation. The students in training are required to spend, under close supervision and direction, and in connection with their work in theory, from one to two hundred hours in observation of the children at work and at play, and of the work of expert teachers with the children in the various subjects of the elementary course.

Teaching. All students in training are required to spend in the actual work of teaching, from two to three hundred hours, or as much more as is necessary for them to show sufficient promise to justify their graduation, they having entire *charge of a grade for stated periods each day and for at least ten weeks.*

The student in training is held rigidly responsible for the discipline, progress, and management of his grade.

No student in training will be graduated until he has proven his ability to teach and manage in a satisfactory manner the work of the schoolroom and has shown that his spirit and sense of responsibility are such as should characterize a teacher.

GENERAL INFORMATION

The Building, Grounds and Equipment

The building of the Cortland Normal School is situated on a hill not far from the center of the city. It is located on a campus of more than thirty acres, giving a wonderful view of the seven valleys converging at Cortland. Toward Syracuse the valley for eighteen miles is plainly visible on a clear day.

The building, costing with its equipment more than a million and a quarter dollars, is now finished. Work began in the early spring of 1923 on the grading of the athletic field and campus which will be completed in the fall.

The building contains a spacious gymnasium, a corrective room and several other large rooms well adapted to floor work. It has a large swimming pool and an unusual outfit of showers and dressing and locker rooms, also a special room equipped with hair drying machines. Each student will be provided with an individual day locker as well as an individual gymnasium locker.

Provisions are made for three tennis courts, a quarter mile track, a football field, a baseball diamond and a hockey field. Three out-of-door basketball courts will be available, and a large playground fitted up with an excellent variety of playground apparatus will afford practice for those desiring to specialize in this line of work. Plenty of room is available for outdoor gymnastics. All of the apparatus and equipment is the best obtainable and absolutely new and adequate in quantity.

Arrangements can be made for those who desire to take piano lessons, specializing in the music related to physical training, folk dancing, etc. For any such, piano practice rooms fitted with new upright pianos are available without extra charge. The only charge will be for the lessons.

The School Year

The school year consists of 39 weeks divided into two terms.

The first term opens on the second Wednesday in September and continues 19 weeks, with a vacation at Thanksgiving, and during the mid-winter holidays. The second term begins on the first Wednesday in February and continues 19 weeks with vacation at Easter. One week at the close of the year is given up to examinations and graduation. Students will be graduated at the end of each term, but commencement exercises will be held only at the close of the year in June.

Transfers

On concurrence of the principals interested, students may be transferred from one normal to another by the Commissioner of Education, for cause.

Literary Societies

There are four literary societies for young women connected with the school: the Alpha Kappa Phi—Theta chapter; the Clonian—Delta chapter; the Alpha Delta—Delta chapter; and the Theta Phi—Alpha chapter. They hold weekly meetings for the purpose of the individual improvement of their members in parliamentary practise, discussion, and literature. They are subject at all times to visitation by any member of the faculty, all meetings being held under faculty supervision. For these weekly meetings there have been opened various club and lodge rooms where members of the faculty act as chaperones.

Normal Students' Christian Union

This is a purely voluntary non-sectarian organization of the students of this school. It meets every Wednesday evening, promptly at seven o'clock, and closes at eight o'clock. It is conducted by the students, but is under the general supervision of the authorities of the school.

School Parties

From eight o'clock until ten o'clock each Saturday evening when the school is in session, the school gymnasium is open to students for pleasure and recreation under faculty supervision.

Location

Cortland is situated midway between Syracuse and Binghamton on the Delaware, Lackawanna and Western railroad. The Elmira and Cortland branch of the Lehigh Valley railroad, extending from Elmira to Camden on the Rome, Watertown and Ogdensburg railroad, passes through the city. This road forms a junction with the Auburn division of the Lehigh Valley system at Freeville and with the New York Central railroad and West Shore railroad at Canastota.

Domestic Science

A completely equipped kitchen is available for work in domestic science and nutrition.

Library and Reading Room

Students have access to a library and reading room supplied with well-selected bound volumes. The books have been selected with reference to the needs of each department of the school. Additions are made each year and great care is used in procuring such books as will be most helpful to the students who are training for the teaching service. The best magazines and periodicals—educational, literary, and scientific—as well as daily and weekly papers, are generally represented on the reading tables. The library is open nine hours each school day and two hours on Saturday. Students have free access to the shelves, and the librarian or her assistants are in constant attendance to aid students in finding the books to which they have been referred by the teachers. The aim of the librarian and teachers is to aid the students to cultivate a taste for good literature and to become familiar with the use of such books as will be most helpful to a teacher.

THE KINDERGARTEN

The department for training kindergarteners consists of a large kindergarten 60 feet by 24 feet with a fireplace, a grand piano and furniture in gray to match the wood trim.

Another room, the same size as the kindergarten, is fitted up with playground apparatus for the use of the children in winter in the stormy weather.

A specially equipped work room affords opportunity for all the different handwork activities.

Two piano-practise rooms, containing upright pianos, are provided for students who need special instruction and practise in kindergarten music.

Kindergartners will also receive instruction in management of small children on the playground, which has been well equipped with playground apparatus.

Kindergartners are expected to avail themselves of other features of the school, such as the library, gymnasium, and swimming pool.

The price of board ranges from \$7.00 to \$8.50 per week, including rooms. Rooms can be rented also for self-boarding; they are furnished or not as students desire; rooms can be rented for \$2.00 to \$2.50 per week, according to accommodations. Students can rent furnished rooms with the privilege of cooking their food for \$2.00 per week. There is no boarding hall connected with the school.

Whenever practicable, students should reach Cortland the day preceding the opening of the term. On arriving, students should go directly to the Normal offices in the Savings Bank Building, if they desire assistance in securing boarding places.

Further information can be obtained by correspondence with the Principal,

HARRY DEW. DEGROAT.

